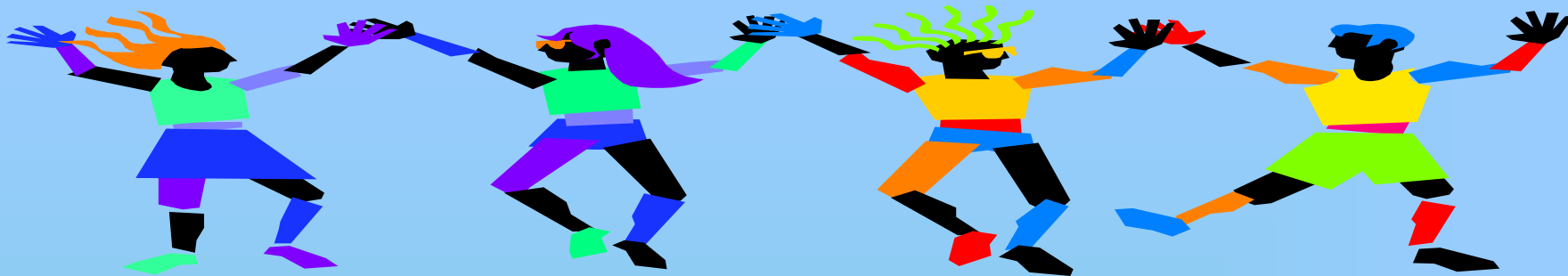




Maine's Personalized Alternate Assessment Portfolio (PAAP)

What's New in '04?

Day 2 - October, 2004



Presented by

**The Maine Department of Education
in collaboration with**

The Center for Community Inclusion

Maine's UCE,

MADSEC, and

(Maine Administrators of Services for Children with Disabilities)

The Maine Support Network



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Goals for the Day

Participants will:

- ✓ Be aware of changes in the PAAP process, tools, etc.
- ✓ Be familiar with the 2004-2005 PAAP Manual and Rubrics
- ✓ Review Task Bank Entry Samples to gain a better understanding of their design and purpose.



Maine Educational Assessment

PAA

**Personalized
Alternate
Assessment Portfolio**

2004-2005

PAAP Logo

Day 2

Agenda



On the PAAP Journey...

What's New in 2004-05?

Day 2 – The second of four 2004-05 training sessions on Maine's Alternate Assessment Component of the MEA



12:30 Welcome

12:40 Summer

- *Rubric Review
- *Task Bank Work



1:00 What's New in 2004-2005?
Getting to Know the Manual



1:30 Break

1:40 What's New in 2003-2004?
Getting to Know the Manual, continued



2:15 Questions

3:00 Upcoming developments

- *Local Assessment System
- *NCLB Annual Assessment
- *Scoring
- *PAAP Graduate Credits



3:30 Next Steps & Close



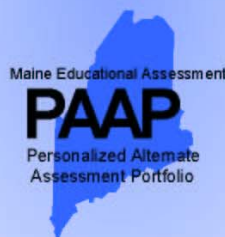
Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

Performance Level 1	Performance Level 2	Performance Level 3 <i>Students <u>must read</u> key words and pictures for Performance Indicators 2-6</i>	Performance Level 4 <i>Students <u>must read</u> text for Performance Indicators 2-6</i>	<i>Learning Results</i> Performance Indicators
<p>Portfolio contains evidence that:</p> <p>A1. Student uses signs, symbols, and/or pictures to communicate.</p> <p>A2. Student can match items to pictures or symbolic representations of them.</p> <p>A3. Student can, using patterns, choose what symbol, sign, or picture will come next.</p> <p>A4. When using pictures, signs, and/or symbols, student corrects his/her communication errors.</p> <p>A5. Student can figure out at least two unknown symbols, using a variety of strategies.</p> <p>A6. Student can follow directions given through signs and symbols.</p> <p>A7. Student attends to presenter(s).</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student seeks signs, symbols, and/or pictures to communicate.</p> <p>A2. Student can use/share information gained by looking at symbols/pictures.</p> <p>A3. Student uses pictures in a book or other print material to make reasonable predictions about what will happen in a story.</p> <p>A4. When "reading" pictures, student self-corrects initial descriptions, thoughts, etc.</p> <p>A5. Student consistently uses one strategy (i.e., self-correcting, context clues, picture clues) to identify unknown words.</p> <p>A6. Student uses clues within pictures strategies as aids in developing comprehension.</p> <p>A7. Student can correctly answer at least two questions related to presentations.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student seeks out books and/or other print materials for pleasure.</p> <p>A2. Student can use/share information gained by a combination of reviewing pictures and reading key words in context.</p> <p>A3. Student uses pictures and reads key words in books or other print materials to make reasonable predictions about what will happen in a story.</p> <p>A4. When reading key words, student rereads to ensure match between word sounds and graphic symbols.</p> <p>A5. Student consistently applies two strategies (i.e., rereading, context clues, knowledge of word structure, letter/sound relationships, etc.) to identify unknown words.</p> <p>A6. Student uses pictures and reads key words as aids in developing comprehension.</p> <p>A7. Student can ask one appropriate question and give other responses that are specifically related to the content of presentations by the teacher or classmates.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student seeks out books and other print materials to read for pleasure.</p> <p>A2. Student can use/share information gained by reading materials.</p> <p>A3. Student uses pictures and reads text in books or other print material to make reasonable and related predictions about what will happen in a story, and confirms the accuracy of those predictions.</p> <p>A4. When reading print material, student regularly rereads to make sense of material.</p> <p>A5. Student figures out unknown words using a variety of strategies including rereading, context clues, and knowledge of word structures and letter-sound relationships.</p> <p>A6. Student recognizes and uses clues within the text (sentence structure, word meanings), rereading and other strategies as aids in developing fluency and comprehension when reading.</p> <p>A7. Student can ask two or more appropriate questions and give other responses that are specifically related to the content of presentations by the teacher or classmates.</p>	<p>Students will be able to:</p> <p>A1. Seek out and enjoys experiences with books and other print materials.</p> <p>A2. Demonstrate an understanding that reading is a way to gain information about the world.</p> <p>A3. Make and confirm predictions about what will be found in a text.</p> <p>A4. Recognize and use rereading as an aid to developing fluency and to understanding appropriate material.</p> <p>A5. Figure out unknown words using a variety of strategies including rereading, context clues, and knowledge of word structures and letter-sound relationships.</p> <p>A6. Recognize and use clues within the text (sentence structure, word meanings), rereading, and other strategies as aids in developing fluency and comprehension.</p> <p>A7. Ask questions and give other responses after listening to presentations by the teacher or classmates.</p>

Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.
~~ Note: Level of text complexity must be equivalent with Maine Learning Results grade span on which this PAAP Rubric is based. ~~

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
Evidence indicates that the student is in the initial stages of development of the ability to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in PAAP Rubric Level 3. The student displays limited understanding with judgments that appear superficial and emotional.	Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in PAAP Rubric Level 3. The student displays marginal understanding with judgments that are not well supported.	Evidence indicates that the student has partially developed the ability to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in PAAP Rubric Level 3.	Evidence indicates that the student has the ability to consistently use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in PAAP Rubric Level 3. The student displays thoughtful and plausible interpretations of text with judgments that are appropriately supported from text and personal experience.	<i>Students will be able to:</i> 1. Formulate questions to be answered while reading. 2. Reflect on what has been discovered and learned while reading, and formulate additional questions. 3. Identify specific devices an author uses to involve readers. 4. Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text. 5. Understand stories and expository texts from the perspective of the social and cultural context in which they were created. 6. Identify accurately both the author’s purpose and the author’s point of view. 7. Summarize whole texts by selecting and summarizing important and representative passages. 8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). 9. Explain orally and defend opinions formed while reading and viewing. 10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard. 11. Generate and evaluate the notes they have taken from course-related reading, listening, and viewing.
The PAAP contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.	The PAAP contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.	The PAAP contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.	The PAAP contains evidence that the student has met the standards for the Process of Reading at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.	

Maine's Personalized Alternate Assessment Portfolio (PAAP)



2004-2005

**A Training Manual
for Use in the Design and
Implementation of the PAAP,
Maine's Alternate Avenue to the
Maine Educational Assessment**

MEA

Policies &

Procedures



POLICIES AND PROCEDURES FOR ACCOMMODATIONS AND ALTERNATE ASSESSMENT TO THE MEA

Learning Results legislation clearly articulates that all students will be included in state assessment at the fourth grade, eighth grade, and eleventh grade levels. The Maine Educational Assessment (MEA) has been revised to measure the standards detailed in Maine's *Learning Results*. All students in Maine will participate in the state level assessment, the MEA, through one or a combination of three avenues. Students will take the assessment through standard administration, through administration with accommodations, and/or through alternate assessment. Legal requirements for students identified for federally funded programs have been taken into account in the development of this document.

POLICIES AND PROCEDURES FOR THE PARTICIPATION OF STUDENTS WITH ACCOMMODATIONS

The policies and procedures for accommodations are designed so that all students with unique learning needs have a fair opportunity to demonstrate what they know and are able to do on the MEA. An accommodation is a change in the way an assessment is given or taken that does not alter what is being measured.

TEST ACCOMMODATION PROCEDURES

Students who may be considered for accommodations include, but are not limited to, those who are ill or incapacitated in some way, who have Limited English Proficiency (LEP), who have an identified disability under IDEA-97, who are identified as having disabilities under Section 504 of the Rehabilitation Act, or who are unable to work independently in any of the subjects assessed.

All students being considered for accommodations on the MEA must have their individual situations reviewed by a team prior to the time of assessment. This team should include at least one of the student's teachers, the building principal, related services personnel, the parent(s)/guardian(s) and, whenever possible, the student. If it is not possible for the parent and student to attend the meeting, they should be consulted regarding the committee's recommendations for accommodations prior to the time of the assessment.

For a student who has an Individual Educational Program (IEP), schools are required to address needed accommodations at a Pupil Evaluation Team (PET) meeting. Membership for this meeting is prescribed in Maine Special Education Regulations, Chapter 101, part 8, November 1, 1999.

Recommended accommodations should be consistent with accommodations already being employed in the student's instructional program. Any accommodations recommended for a student will be reflected in a statement in the cumulative folder of the student (in the IEP for a student with an identified disability under IDEA-97). See the section on documentation for a suggested format.

DOCUMENTATION OF ACCOMMODATIONS

Information about the accommodations provided for students and the reasons for providing these accommodations should be documented by marking the appropriate information on the second page of the students' response booklets. This information is to be coded in by staff—not students—after testing is completed. The test coordinator's and test administrator's manuals provide directions on coding in the information related to

Step by Step

To Plan,
Implement,
Organize, &
Submit
a PAAP



To Plan, Implement, Organize, and Submit a PAAP

Participating in the PAAP



"I found that looking at the PAAP Rubrics ahead of time helped me target the lessons that I pulled to be part of my student's PAAP. By doing it this way, I didn't have to rush and fudge things to make my PAAP complete. I kept a folder where I collected the evidence throughout the year. My lesson plans were the outlines to my Task Descriptions, on which I had noted the Content Standard and Performance Indicator. Yes, this takes some organization, but in the long run it will make it a snap. Keep the student work in order by Content Area, alphabetical order by Content Standard, ... Voila! You have a Table of Contents to transfer onto the required form."

"I can't stress enough that this should be work the student is doing on a daily basis, not something created at the last moment prior to submitting a PAAP. Your student's PAAP, like any portfolio, should reflect on-going progress and potential future growth."

Excerpt from:
PAAP Doesn't Have to be
Another 4 Letter Word
By Amy Bodnar
MADREC Newsletter, Fall 2003

Participation in the PAAP is required for those needing Alternate Assessment for the MEA in grades 4, 8, and 11. Students in a non-graded program must be designated as a member of each of those grades once during their school careers. They must be designated an 11th grader during their third year of high school (see *Informational Letter #28, 11/22/02*). The evidence (student work) included in a PAAP for Reading, Writing, and Mathematics must have been generated during the school year in which the PAAP is submitted for scoring. Evidence submitted for Science and Technology may be collected for two years; the school year prior to submission of a PAAP (grades 3, 7, or 10), and the school year in which the PAAP is submitted. For 2004-05 **ONLY**, STUDENT WORK IN SCIENCE AND TECHNOLOGY WILL BE REQUIRED FOR ONLY 3 CONTENT STANDARDS COLLECTED DURING THE 2004-05 SCHOOL YEAR. THAT STUDENT WORK MUST BE COLLECTED DURING THE STUDENT'S 4, 8, OR 11 GRADE YEAR.

PAAP Basics

All PAAP Tasks must be aligned with the PAAP Performance Indicator Rubrics for the Content Standards and Rubric Level on which the student is working. Rubric Level 1 is based on the Maine *Learning Results* Performance Indicators for Pre-K-2; Rubric Level 2, grades 3-4; Rubric Level 3, grades 5-8; and Rubric Level 4, grades 9-12. Rubric Levels 1 & 2 include developmentally backed down Performance Level descriptors in order to ensure access to instruction and assessment for all students. The other two Rubric Levels (3 & 4) are more holistic, since they correspond to grade levels being assessed on the MEA.

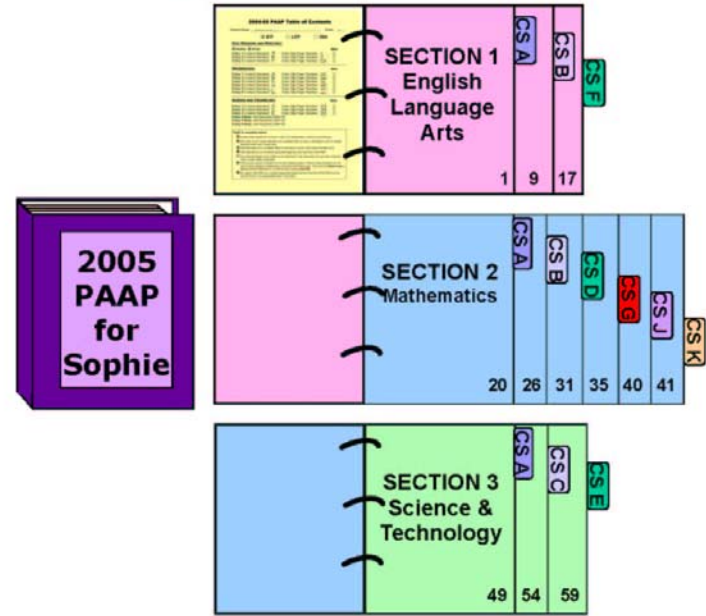
Student work done for Reading and Writing must be based on materials that reflect the text complexity appropriate for the Rubric Level grade span on which their tasks are based.

The PAAP, like the MEA, will provide a snapshot in time of the individual student's performance. A broader picture will emerge as the student results on the MEA PAAP are looked at along with results on Local Assessments.

Continued on next page...

Visual Guide to the PAAP

Visual Guide to a Complete PAAP Companion Guide to Portrait of a PAAP



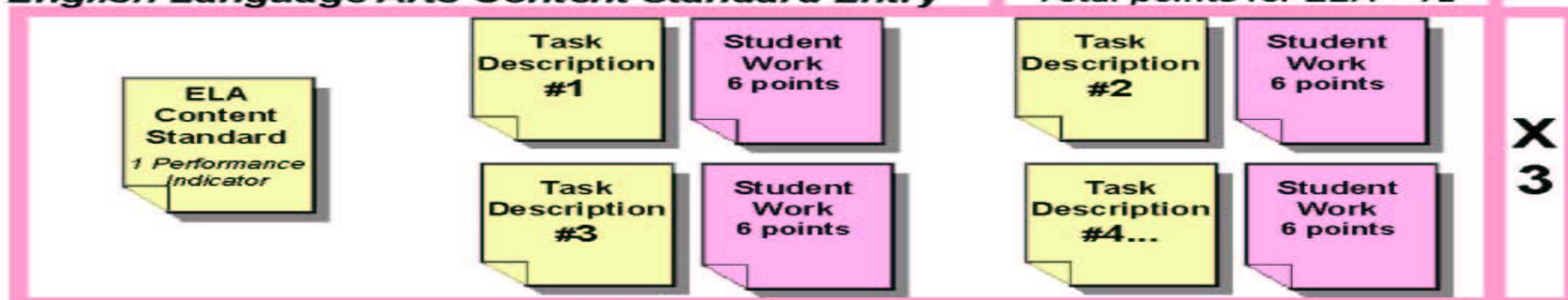
	Number of Content Standards Required per Content Area	MEA PAAP Content Standards	Number of Tasks Required per Content Standard	Required Points per Task	Total Task Points Required per Content Area
ELA Reading & Writing	3 TOTAL 2 Reading PLUS 3rd Reading or 1 Writing	A B D F G	4	6	72
ELA Reading	2	A B D	4	6	48
ELA Writing	2	F G	4	6	48
Math	6	A B C D E F G H I J K	2	6	72
S&T (gathered over 2 years)	6 (2004-05 ONLY: 3 Due)	A B C D E F G H I J K L M	2	6	72 (2004-2005 ONLY: 36)

Portrait of a PAAP

Companion to Visual Guide to a Complete PAAP

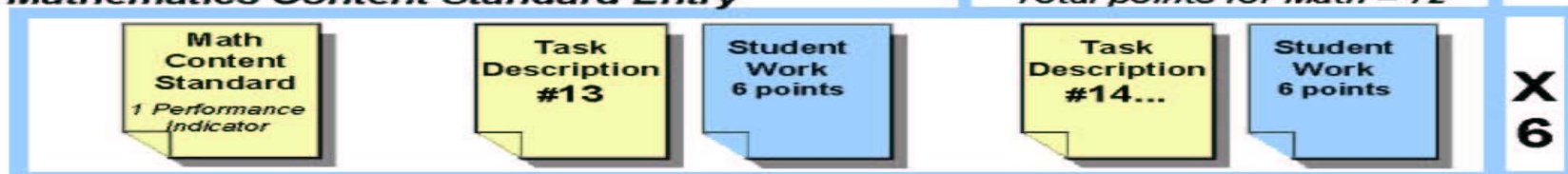
English Language Arts Content Standard Entry

Total points for ELA = 72



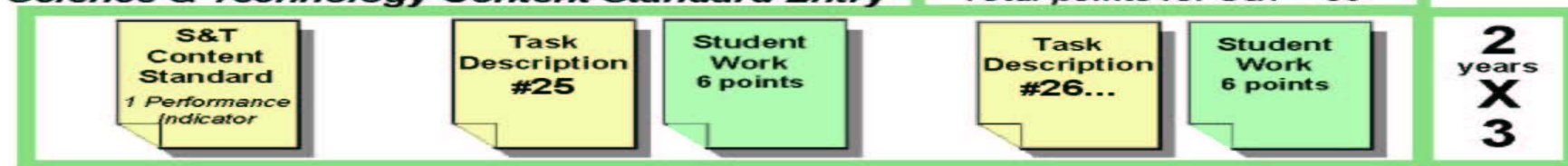
Mathematics Content Standard Entry

Total points for Math = 72



Science & Technology Content Standard Entry

Total points for S&T = 36*



**For 2004-05 ONLY S&T points = 36; from 2005-06-on S&T points = 72*

Each Content Standard (CS) Entry must contain:

- ☐ **Content Standard Entry Slip:** 1 per Content Standard, no more than 1 CS on Entry Slip
- ☐ **Task Descriptions:** 1 for each piece of Student Work
 - ELA=4 Task Descriptions per Content Standard
 - Mathematics and Science & Technology=2 Task Descriptions per Content Standard
- ☐ **Student Work:** 6 points per piece
 - ELA=4 pieces of Student Work per Content Standard
 - Mathematics and Science & Technology=2 pieces of Student Work per Content Standard
- ☐ **Video/Audiotape Script:** 1 for each piece of student work containing video or audio media

2005 Entry Slips

2005 PAAP ELA Entry Slip for Content Standard

Student Name: _____ Grade: _____

STEP 1

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard. See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the ONE PAAP Rubric Level used by the student to complete work for this Content Standard.

Rubric Level 1

Rubric Level 2

Rubric Level 3

Rubric Level 4

STEP 3

• Circle the ONE Content Standard and the ONE Performance Indicator used by the student to complete the work for this Content Standard Entry.

ENGLISH LANGUAGE ARTS

READING

A. Process of Reading 1 2 3 4 5 6 7 8 9 10 11

B. Literature and Culture 1 2 3 4 5 6 7 8 9 10 11 12 13

D. Informational Texts 1 2 3 4 5 6 7 8

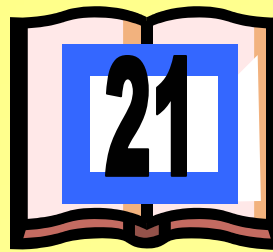
WRITING

F. Standard English Conventions 1 2 3

G. Stylistic-Rhetorical Aspects 1 2 3 4 5 6 7 8 9 10 11

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Four Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Four pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 24 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.



PAAP

Levels of Assistance

PAAP Levels of Assistance Chart

Task Specific

**Non-Task
Specific**



Required

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one): ELA Mathematics Science & Technology

Content Standard: _____ Performance Indicator: _____ Rubric Level: _____ Rubric Page# _____

Assessment Format (as listed in PAAP Framework of Assessment Formats) Check all that apply:

Selected Response ☐ Constructed Response ☐ Performance Based ☐

Source of Task: _____ Points for Task: _____

Task Title: _____ 

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

Skills

Teacher Role in Task: (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information: (ex., Clarify how the point value of the task was determined.)

PAAP Guide to Valid

Tasks

PAAP Guide to Valid Tasks

Validity and the PAAP



"Being involved in the PAAP process has solidified my understanding of how special education curriculum can be aligned to the Learning Results. Through this process I have had to align my curriculum, instruction, assessment methods, and students' IEPs with the Learning Results...The implementation of PAAPs allows teachers to complete this process, at the same time, meet the individual needs of their students.

The bottom line is, our most significant special needs students should have the same opportunity as their peers to demonstrate their knowledge of state standards. States must ensure that our most needy students not only have access to special education curriculum aligned to the Learning Results, but also to the general curriculum to the greatest extent possible. IEPs must also be aligned with the Learning Results in order to document attainment of skills. It is only through these efforts that we as a state can say that all students are achieving the standards outlined in the Maine Learning Results."

Quote from a
PAAP Graduate Student

PAAP tasks will be scored by people who do not know the student whose work they are reviewing, nor the parameters of the task. If you are developing PAAP tasks for your student, consideration of the following questions will be necessary in order to ensure the VALIDITY of PAAP Tasks.

How to Prepare Valid PAAP Tasks

As you prepare the PAAP, consider the VALIDITY of each task:

1. Is the **task clearly aligned** with the Content Standards and Performance Indicators you have selected?
2. Are the parameters of the task **clearly defined** in the **Task Description**?
 - **Information Box:** Is all information accurately filled in?
 - **Description of Task:** Is the description clear enough for the Scorer to understand the task? Have you included specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to the student, etc.?
 - **Prior Knowledge and Skills Required:** Have you identified skills and knowledge that needed to be part of daily instruction in order to allow the student to complete the task?
 - **Teacher Role in Task:** What did the teacher supply or do as the task itself was administered or responded to by the student. Accommodations used should be listed here (ex., read to the student, recorded answers, provided number cards, monitored progress, etc.).
 - **Level of Assistance:** What information does the Scorer need to have in order to understand whether the Level of Assistance provided to the student for this task was specifically related to the task or not?
 - **Data Key:** Will the scorer know how to interpret the data provided? (ex., data sheet symbols, correction codes, etc.). Fill in _____ = Correct with the symbol you will use to indicate correct responses within the student work (ex., C or ✓). After correcting the student work, using that symbol, count the correct responses and figure the % of total responses within the Task that they represent (ex., 3 correct of 6 possible responses = 50% Correct). Write that % on the student work itself, and in the % Correct box on the Task Description related to that student work.
 - **Other Information:** Is there any other information the Scorer will need to understand student work to ensure reliable scoring (ex., how the point value of a developed task was determined? Were there notable student behaviors during the task that the Scorer should know about (ex., strategy used to address task/response)?

Continued on next page...

PAAP Guide to Reliable Portfolios

PAAP Guide to Reliable Portfolios

Reliability and the PAAP



The PAAP Evidence Review Guide for Reliability may be used as a resource for organizing a PAAP. PAAP tasks will be scored by people who do not know the student whose work they are reviewing, nor the parameters of the task.

How to Prepare Reliable PAAP Tasks

As you prepare the PAAP for scoring, organization must be addressed in order to assure **RELIABLE** scoring of each piece of evidence:

1. Is all student work accompanied by the required forms (Entry Slip and Task Description)?
2. Are all the Task Descriptions and pieces of student work related to a single Content Standard **COMPLETELY FILLED OUT** and attached to a single Content Standard Entry Slip?
 - MEDIA: Are "Media" boxes checked, where applicable, on the Task Descriptions for each piece of student work submitted through media?
3. Are all Content Standard Entries organized by Content Area in a 3 ring binder in the following order from front to back:
(1) English Language Arts (Reading and/or Writing)
(2) Mathematics (3) Science and Technology?
4. Are all Content Standard Entries organized in alphabetical order within the appropriate Content Area section?
5. Are all pieces of student work worth at least 6 points as defined in the 2005 *PAAP Framework of Assessment Formats* (page 25)? Are there the correct amount of points per Content Standard and Content Area?
6. Are **ALL** pieces of STUDENT WORK CORRECTED AND THE CORRECTION CODES RECORDED IN THE DATA KEY OF EACH TASK DESCRIPTION?
7. Are all Task Descriptions and portfolio pages numbered in order from the beginning to the end of the PAAP?
8. Is the Table of Contents filled out and placed in the front of the 3 ring binder?
 - MEDIA: Are the "Media" boxes checked where applicable, on Table of Contents ?

Make sure PAAPs are mailed to Measured Progress for scoring by April 4 to be received by April 8. PAAPs received after that date will not be scored and students submitting late PAAPs will be counted as non-participants in the MEA.

Content Standard Rubric

2005 Maine PAAP Content Standard Scoring Rubric

Score for Level of Performance				
IN	1	2	3	4
At least some of the student work submitted for this Content Standard was not aligned to the Content Standard/Performance Indicator noted on the Entry Slip/Task. Description: there was an insufficient amount of student work to allow the scorer to determine the level of performance, etc.	The preponderance of student work for this Content Standard provides evidence that student performance level is 1 as described on the appropriate PAAP Performance Indicator Rubric. Evidence demonstrates knowledge and skills at the earliest developmental stages leading to this Content Standard.	The preponderance of student work for this Content Standard provides evidence that student Performance Level is 2 as described on the appropriate PAAP Performance Indicator Rubric. Evidence demonstrates knowledge and skills at an intermediate developmental stage leading to this Content Standard.	The preponderance of student work for this Content Standard provides evidence that student Performance Level is 3 as described on the appropriate PAAP Performance Indicator Rubric. Evidence demonstrates partial understanding of the knowledge and skills closely related to this Content Standard. Student work includes some gaps in knowledge or inconsistent applications.	The preponderance of student work for this Content Standard provides evidence that student Performance Level is 4 as described on the appropriate PAAP Performance Indicator Rubric. Evidence consistently demonstrates understanding of the knowledge and skills related to this Content Standard. The student has met the standard and is ready to transition to the next Rubric Level.

Score for Level of Accuracy				
IN	1	2	3	4
Student work was not corrected or the % correct was 0.	Student work related to this Content Standard was completed with an average score of 1-25%.	Student work related to this Content Standard was completed with an average score of 26-50%.	Student work related to this Content Standard was completed with an average score of 51-75%.	Student work related to this Content Standard was completed with an average score of 76-100%.

Score for Level of Assistance		
IN	1	2
Inconclusive	Task Specific	Not Task Specific
Insufficient information was provided to determine the Level of Assistance for the preponderance of the work.	The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.	The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion. Students who complete work independently would receive a Level of Assistance score of 2.



What's New in '04?



Digesting “What’s New in 04?”



**Read pg 4 in PAAP Manual –
“What’s New in 2004-05?”.**



**Identify a bullet that grabs your
attention.**



**Discuss with a partner why you
identified the two bullets you did, and
what additional information you would
like to get about them.**



PAAP Task Samples

Using the **Rubrics**, the **PAAP Framework for Assessment Formats**, and the **Guide to Valid Tasks**, look through the Task Sample handouts to see if all of the information is provided to allow you to determine if they are aligned and scorable.



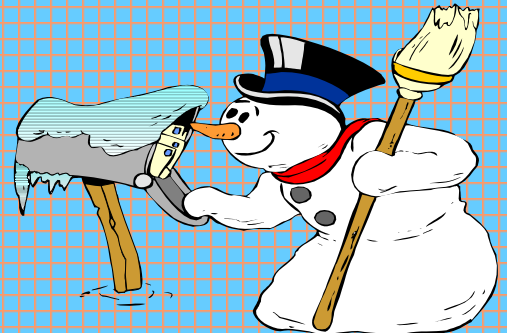
PAAP Task Samples

- 1) To which Rubric Level are they aligned?**
- 2) To which Content Area, Content Standard & Performance Indicator are they aligned?**
- 3) To which Performance Level is each Entry aligned?**

On-Line Student Registration



October 18 – November 5



January 17 – January 31

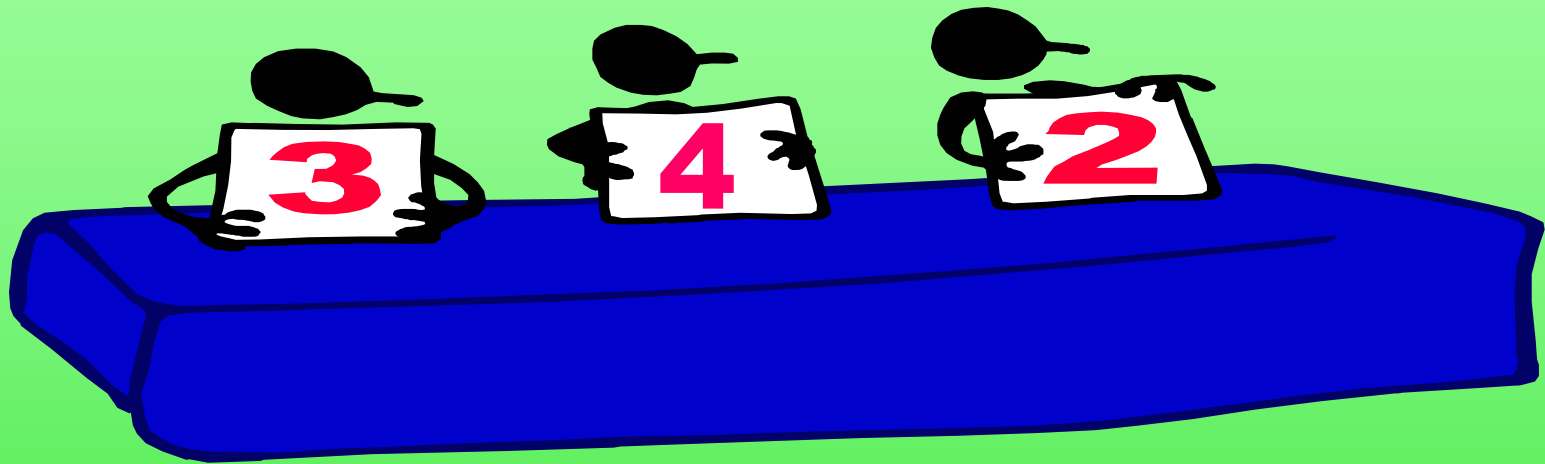
**We Want and
Need You to be
a PAAP Scorer
this spring!**



Details from Joe Fisch



Scoring Dates

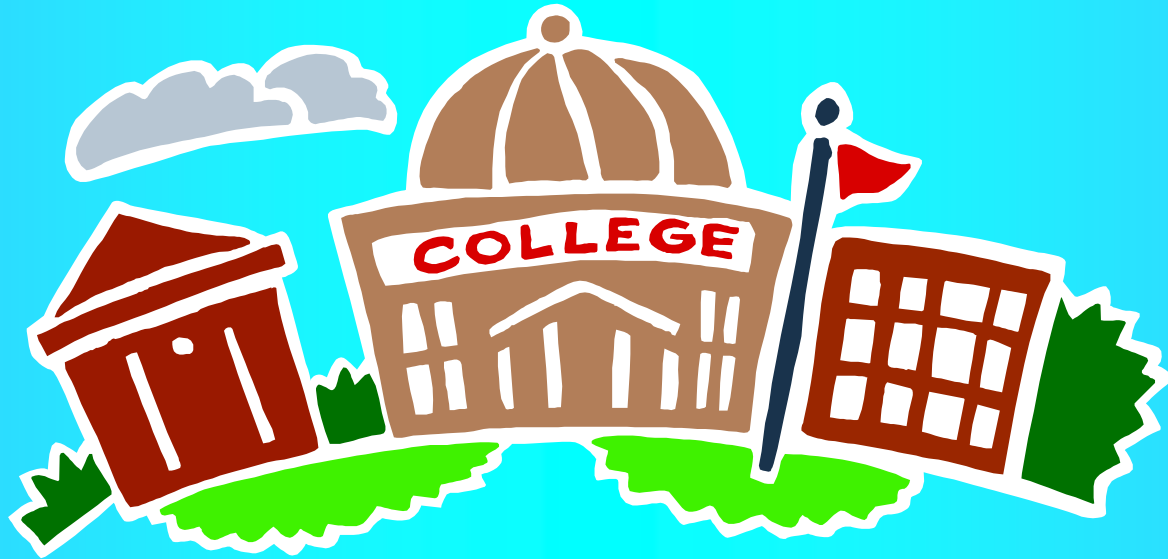


Portland April 25 - 27



Bangor April 27 - 29

Opportunity for Graduate Credit



**Registrations must be received at
USM by November 12.**

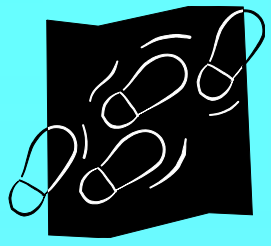
To Get a Video of Day 2:

If you would like a copy of the PAAP Workshop Series Day 2 ATM Video, please send a new, blank VHS tape, OR a check for \$5.00 made out to "Media Services" to the address below. Please be sure to reference the title: PAAP Workshop Series Day 2 ATM Video and include your return mailing address when ordering!

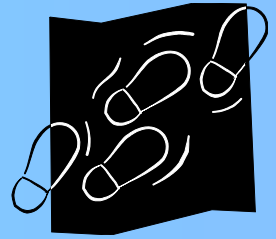
**Alan Fecteau
64 State House Station
Augusta, ME 04333**

Materials will be posted online early next week...

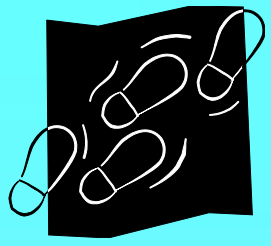
www.mecas.org/paap/day2video



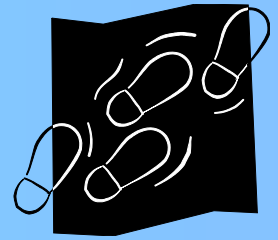
NEXT STEPS



- 1. Familiarize yourself with the Manual and the Rubrics**
- 2. Check out the PAAP Task Bank regularly**
- 3. Immediately**
 - Identify kids needing Alternate Assessment**



NEXT STEPS



- 4. Plan PAAPs & begin aligned instruction & assessment**
- 5. Consider earning PAAP Graduate Credits**
- 6. Consider being a Scorer in April. See Joe Fisch for paperwork.**
- 7. For Day 4 – Bring Student PAAPs**



Day 3 Dates

Presque Isle....November 30

Orono.....December 1

Portland.....December 3

Augusta.....December 14

Day 4 Dates

Presque Isle...January 11

Orono.....January 10

Portland.....January 25